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ABSTRACT

Essays in this collection explore what a narrative perspective can mean for the practice of program evaluation. Narratives illuminate the value and meaning of a program or policy and can indicate the actions that need to be taken to improve it or to prevent failures in the future. The essays are: (1) "Introduction: Narrative Perspectives on Program Evaluation" (Tineke Abma); (2) "Public Policies as Identity Stories: American Race-Ethnic Discourse" (Dvora Yanow); (3) "Morality, Uncertainty, and Controversy: A Meta-Narrative about Flooding and Dike Improvement" (Michel van Eeten); (4) "Two Approaches of Narrative Policy Evaluation Compared: Evaluating a Danish Neighborhood Council Twice" (Sandra Kensen and Peter Bogason); (5) "Interpretation, Action, and Communication: Four Stories about a Supported Employment Program" (Guy Widdershoven and Carlo Sohl); (6) "Emotions, Values, and Rhetorical Performance: A Detailed Description of a Conflict within a Human Resource Management Team" (Jeff Gold and John Hamblett); (7) "Myth, Meaning, Multiplicity, and Metaphor: A Figurative Representation of a Transformative Learning Program" (Alexis Kaminsky); (8) "Lost Virginity and Floating Space: Three Stories about Site-Based Management, Life History, and Discourse" (Linda Andersen); (9) "Crafting Counter-Narratives in Collaboration: An Impressionist Tale about a School and Community in Crisis" (Karen Malone and Rob Walker); (10) "Novelistic Narrative: Life Stories in the Formative Evaluation of a School Arts Program" (Thomas Barone); and "Narrative Stance, Voice, and Tropes: A Pastiche on Evaluators as Narrators" (Tineke Abma). Contains an annotated bibliography of 76 sources and references for each essay. (SLD)

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